



Mill Chase Academy

Ambition, Courage, Excellence

Literacy Policy

Lead Governor: Chair

Senior Leadership Team Link: Paul Hemmings

Last Review: May 2018

Next Review Due: May 2021

Ratified by Governors: 10th May 2018

“The power of literacy lies not only in the ability to read and write, but rather in an individual’s capacity to put those skills to work in shaping the course of his or her own life”. *Alexis Costello*

Literacy is the ability to read and write and the capacity to recognise, reproduce and manipulate the conventions of a range of texts, for example, printed digital and audio-visual. Literacy enables students to access all curriculum areas, to read for information and pleasure, and to communicate effectively.

Raising Standards of Literacy

At Mill Chase Academy we focus on three main areas:

- Expression of learning through talk
- Reading and learning from text
- Expression of learning through writing

“Genuine literacy involves “Reading the word and the world” *Paulo Freire*

Learning Through Talk/Speaking and Listening:

- Using talk to clarify and present ideas and also to question
- Active listening to understand
- Talking and thinking together

Reading and Learning from Text:

- Developing research and study skills
- Reading for meaning, reading for pleasure and critical reading
- Understanding how texts work

Learning Through Writing:

- Using writing as a tool for expressing thought and knowledge
- Structuring and organising writing

- Developing clear and appropriate expression

Learning Through Talk/ Speaking and Listening

Students develop increasing confidence and competence in Speaking and Listening so that they are able to:

- Clarify and present their ideas and explain and develop their thinking
- Develop their ability to listen actively and respond sensitively and appropriately
- Adapt their speech to suit a wide range of circumstances, including paired and group discussion and speaking to a larger audience
- Use varied and specialised vocabulary, including subject specific vocabulary
- Speak for a range of purposes, for example, to narrate, to analyse, to explain, to reflect and evaluate
- Recall the main points of a presentation, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed
- Identify and report the main points emerging from discussion
- Provide an explanation or commentary which links words with actions or images
- Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas
- Use standard English to explain, explore or justify ideas
- Identify the underlying themes, implications and issues raised by a talk, reading or programme
- Discuss and evaluate conflicting evidence to arrive at a considered personal viewpoint.

The Role of the Teacher

- Raising pupils' awareness of the strategies and skills involved when developing Speaking and Listening;
- Developing materials which will provide pupils with opportunities to engage in purposeful talk, in both formal and informal situations;
- Structuring tasks in lessons so that students know the purpose for their speaking and listening;
- Planning for group work, matching the purpose of the activity, ability of the pupils and the desired learning outcomes;
- Modelling effective examples of successful speaking and listening;
- Evaluating speaking and listening activities through AFL
- Giving students the opportunity to deliver formal Speaking and Listening presentations and use these as part of the formal assessment process.

Reading and Learning from Texts

Students are able to use reading to help them to learn and develop increasing confidence and competence so that they are able to:

- Read fluently, accurately and with understanding
- Become independent and critical readers who make informed and appropriate choices
- Select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources
- Apply techniques such as skimming, scanning and text-marking effectively in order to research and appraise texts
- Read for enjoyment

The Role of the Teacher:

- Making clear the intended purposes of reading within the curriculum e.g. describe, repeat, interpret or analyse
- Teaching, and giving opportunities to practise skimming for overall meaning, scanning for key points, words or phrases, or close reading
- Teaching, and giving opportunities to practise information retrieval
- Teaching, and enabling pupils to infer and deduce meanings, recognising the writer's intentions;
- Teaching and giving opportunities to research and investigate from printed words, moving images and ICT texts
- Teaching how to use quotations effectively to support points and link them to students' own comments

Learning through Writing

Students develop increasing confidence and competence in writing so that they are able to:

- Write in a variety of forms for different purposes e.g. to describe, argue, persuade, evaluate, explain, analyse and compare
- Develop ideas and communicate meaning to a reader using wide-ranging/ technical vocabulary and effective style,
- Organise and structure sentences grammatically and whole texts coherently.
- Write clearly using accurate punctuation, correct spelling and present legible handwriting
- Develop literacy in their use of ICT by employing word processing and research skills

The Role of the Teacher

- Identifying the purpose and intended audience for each piece of writing
- Modelling and providing pre-structured writing (writing frames)
- Teaching and modelling subject specific vocabulary and the use of helpful spelling strategies
- Teaching, and providing opportunities for students to use paragraphing and effective linking of paragraphs through use of connectives
- Teaching and modelling a range of punctuation in texts

Chair's Signature : _____

Print Name: _____